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GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

July 25, 2005

MEMORANDUM

TO: State Board of Education

FROM: Michael P. Flanagan, Chairman

SUBJECT: Approval of Professional Standards for Michigan Teachers and Related Proficiencies

Entry-Level Standards for Michigan Teachers (ELSMT) were developed under the guidance of the Professional Standards Commission for Teachers (PSCT) and adopted by the State Board of Education (SBE) in August 1993. Various adjustments to the standards have occurred:

- In 1998, the standards were amended to include a seventh standard concerning technology standards for all teachers;
- In 2002, the entry-level standards and related indicators of achievement were updated to align with SBE taskforce reports and national standards;
- At this time, additional changes are proposed for the ELSMT, based upon the Office of Professional Preparation Services (OPPS) and the Office of Special Education and Early Intervention Services (OSE/EIS) staff working with the Interstate New Teacher Assessment and Standards Consortium (INTASC), in an effort to assure that Michigan teachers are prepared to teach all students including students with special needs in an inclusive classroom. Re-examination of the ELSMT to assure strong preparation for inclusion allowed staff and the PSCT members the opportunity to examine all the ways ELSMT have been used to promote quality in teacher preparation.

During 2004-2005, all of the standards and criteria for assessment of pedagogy were reviewed and a number of changes were proposed in wording for clarity and updating (Attachment A). In order to reflect a coherent, seamless preparation of a high quality teacher and to promote substantive, classroom-based professional development during induction, the PSCT members suggested a change in the name of the standards from *Entry-level Standards for Michigan Teachers* to *Professional Standards for Michigan Teachers (PSMT)*.

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The Criteria for Assessment of Pedagogy for Initial Certification was developed by the PSCT and has also gone through several updates:

- It was presented as an attachment to the ELSMT and approved by the SBE in 1998;
- In 2002, revisions were approved by the SBE to reflect the changes in the ELSMT.

The PSCT proposes that the PSMT be used as the basis for two assessment documents for observing a teacher's professional growth to assure a high quality effective teaching force for Michigan. These two documents, *Criteria for Assessment of Pedagogy for Initial Certification* (Attachment B) and *Guidelines for the Assessment of Pedagogy During the Induction of New Teachers* (Attachment C), provide a coherent assessment of a teacher's professional growth from the initial certification through the induction years. The proposed new *Guidelines for the Assessment of Pedagogy During the Induction of New Teachers* provides the same set of standards with different levels of proficiency for each of the induction years and possible exhibits that may be used to document the beginning teacher's proficiency. The two assessment documents are formatted in Attachment A to indicate the proposed changes to the standards and definitions of the proficiency levels. When implemented, they will serve as living and working documents that allow for future adjustments of the indicators of achievement as needed.

The proposed changes reflected in the Professional Standards for Michigan Teachers and *Criteria for Assessment of Pedagogy* were sent out for field review. Feedback was requested from relevant professional associations, all teacher preparation institutions, and from a random sample of local and intermediate school districts (Attachment D). The field responses were compiled and reviewed by the PSCT. The PSCT members then developed the two separate documents *Criteria for Assessment of Pedagogy for Initial Certification* and *Guidelines for the Assessment of Pedagogy During the Induction of New Teachers* that identify the levels of proficiency for each of the induction years. Based on this work, the PSCT makes the following recommendations.

It is recommended that the State Board of Education approve:

1. the name change from *Entry-Level Standards for Michigan Teachers* to *Professional Standards for Michigan Teachers*;
2. the proposed changes reflected in the *Professional Standards for Michigan Teachers*; and
3. the two documents – *Criteria for an Assessment of Pedagogy for the Initial Certification of Teachers* and *Guidelines for Assessment of Pedagogy During the Induction of New Teachers*, as discussed in the Superintendent's memorandum dated July 25, 2005.

**~~Entry-Level Standards for Michigan Teachers
and Related Proficiencies~~**

As Approved by the State Board of Education, October 24, 2002

NEW TITLE:
PROFESSIONAL STANDARDS FOR MICHIGAN TEACHERS
AND RELATED PROFICIENCIES
12-04 DRAFT

Upon ENTRY INTO ~~completion of~~ an approved teacher preparation program in Michigan, TEACHER CANDIDATES WILL BEGIN DEVELOPING PROFICIENCIES IN THE AREAS LISTED BELOW. THESE STANDARDS SERVE AS A FRAMEWORK FOR CONTINUING PROFESSIONAL DEVELOPMENT THROUGHOUT AN EDUCATOR'S CAREER. ~~a person recommended for the Michigan Provisional Certificate should have:~~

- 1. An understanding and appreciation of the liberal arts (the humanities, the social sciences, the mathematical and natural sciences, and the arts):**
 - a. The abilities and skills necessary for effective communication (listening, speaking, writing, reading, and visually representing);
 - b. A knowledge and appreciation of free inquiry in the humanities, the social sciences, the mathematical and natural sciences, and the visual and performing arts;
 - c. A knowledge of the interdependence of the liberal arts and the ability to integrate knowledge from the liberal arts to analyze, synthesize, and reflect upon ideas, information, and data;
 - d. The ability to discuss and debate the value of education in a free and pluralistic society, particularly the role of intellectual and ethical values;
 - e. An understanding of global and international perspectives;
 - f. An understanding of and respect for individual differences, including those of culture, race, gender, religion, and ethnicity, as well as humankind's shared heritage and environment;
 - g. An ability to understand and respect varying points ~~in~~ OF view and the influence of one's own and others' ethics and values;
 - h. An understanding of the impact of technology and its use for gathering and communicating ideas and information;
 - i. An understanding of the Constitutions and histories of the United States and Michigan;
 - j. An understanding of the market system for allocating resources;
 - k. An understanding of and respect for the role of the individual in a free society, including the importance of individual responsibility and respect for individual rights and values; and
 - l. An understanding of the similarities within our culture and their importance to the fabric of American society.

2. A commitment to student learning and achievement, including the understanding SKILLS and ability DISPOSITIONS to:

- a. Apply knowledge of human growth, development, and learning theory;
- b. Expand cognitive, affective, physical, and social capacities of ALL students for the development of the "whole person";
- c. Discern the extent to which personal belief systems and values may affect the instructional process, (love of learning, the belief that all students can learn, the belief that all students should be treated equitably, and the role of expectations in affecting achievement);
- d. Demonstrate appropriate classroom management, HANDLING OF CHALLENGING BEHAVIORS, and disciplinary techniques to ensure a safe and orderly environment which is conducive to learning;
- e. Plan instruction to accommodate diversity (cultural, racial, and social);
- F. ENSURE EQUITABLE PARTICIPATION IN THE GENERAL CURRICULUM FOR ALL STUDENTS INCLUDING THOSE WITH DISABILITIES;
- f. G. Plan instruction to accommodate various backgrounds of students;
- g. H. Use multiple approaches to appropriately assess student abilities and needs to plan WHEN PLANNING FOR instruction;
- h. I. RECOGNIZE THE DIFFERENCES (GENDER, ETHNICITY DISABILITIES, CULTURE, LANGUAGE AND GIFTEDNESS) AMONG ALL STUDENTS AND PLAN INSTRUCTION TO MAXIMIZE LEARNING IN THE GENERAL EDUCATION CLASSROOM; Create inclusionary environments for students with exceptional needs and abilities; and
- i. J. Use various kinds of literacy to promote access to knowledge (numeracy, graphics, printed text, computers, artistic expression, and electronic media); AND
- K. ACCEPT, AS REASONABLE ACCOMMODATIONS, MULTIPLE COMMUNICATIVE MODES (VERBAL AND NON-VERBAL) FROM STUDENTS AND USE ASSISTIVE TECHNOLOGIES TO ENHANCE LEARNING FOR ALL STUDENTS INCLUDING THOSE WITH DISABILITIES, IN COLLABORATION WITH RELATED SERVICE PROFESSIONALS.

3. Knowledge of subject matter and pedagogy WITH REFERENCE TO THE MICHIGAN CURRICULUM FRAMEWORK AND OTHER STATE SPONSORED RESOURCES, including the understanding and ability to:

- a. Create learning environments that promote critical and higher order thinking skills, foster the acquisition of deep knowledge, PROVIDE FOR CONNECTIONS BEYOND THE CLASSROOMS and allow for substantive conversation with the teacher and/or peers about subject matter;
- b. Help students access and use information, technology, and other resources to become independent learners and problem solvers;
- c. CONSTRUCT A LEARNING ENVIRONMENT WHERE BOTH TEACHER AND STUDENTS HAVE Use high expectations OF EACH OTHER for THE optimal achievement to foster excellence in OF all students;

- d. Practice teaching as ~~both an art~~ BY ENGAGING STUDENTS THROUGH APPROPRIATE AND CREATIVE ACTIVITIES, and a science BY UTILIZING INSTRUCTIONAL TECHNIQUES THAT ARE SUPPORTED BY CURRENT RESEARCH;
- e. Integrate and transfer knowledge across subject areas and encourage the same among students;
- f. Engage students in practical activities that demonstrate the relevance, purpose, and function of subject matter to make connections to the world beyond the classroom; ~~and~~
- g. Access and use updated information and procedures; AND
- H. STRUCTURE THE CLASSROOM ENVIRONMENT TO PROMOTE POSITIVE PEER INTERACTIONS AND POSITIVE SELF-ESTEEM TO ENSURE THAT ALL STUDENTS, INCLUDING THOSE WITH DISABILITIES, ARE VALUED PARTICIPANTS IN THE LEARNING COMMUNITY.

4. The ability to manage and monitor student learning, based on best practice, including the understanding and ability to:

- a. Plan and use different cognitive, affective, and psychomotor strategies to maximize learning and to accommodate differences in the backgrounds, learning styles, disabilities, aptitudes, interests, levels of maturity, and achievement of students;
- b. Use a variety of teaching methodologies and techniques (lectures, demonstrations, group discussions, cooperative learning, small-group activities, and TECHNOLOGY-ENHANCED LESSONS), AND ASSESS THE EFFECTIVENESS OF VARIOUS APPROACHES FOR IMPACT ON STUDENT LEARNING ~~how to assess one's effectiveness in utilizing them;~~
- c. Involve and work effectively with ~~all~~ support personnel AND ACCESS AVAILABLE RESOURCES to maximize opportunities for student achievement and success;
- d. Involve and work effectively with parents and/or guardians to maximize opportunities for student achievement and success;
- e. Differentiate between assessment and evaluation procedures and use appropriate procedures; ~~and~~
- F. EVALUATE LEARNING THROUGH FORMAL AND INFORMAL ASSESSMENT TO ENSURE THE INTELLECTUAL, SOCIAL AND PHYSICAL DEVELOPMENT OF ALL STUDENTS INCLUDING THOSE WITH DISABILITIES;
- f. G. Define and accept the legal and ethical responsibilities of teaching (student retention, corporal punishment, truancy, child abuse, managing conflict, first aid, least restrictive environment, health, and communicable disease-); AND
- H. UTILIZE APPROPRIATE LITERACY ASSESSMENT STRATEGIES IN ORDER TO DEVELOP INSTRUCTIONAL APPROACHES TO ENABLE ALL STUDENTS TO ACCESS AND UNDERSTAND CONTENT.

5. The ability to systematically organize teaching practices and learn from experiences, including the understanding and ability to:

- a. Identify and use current research in both the subject field and in other areas of practice in the profession;
- b. Exercise good judgment in planning and managing time and other resources to attain goals and objectives;
- c. Maximize the use of instructional time by engaging students in meaningful learning experiences;
- D. MODIFY AND ADAPT INSTRUCTIONAL STRATEGIES, TECHNOLOGIES AND THE GENERAL CURRICULUM TO ENHANCE THE LEARNING AND INTERACTION OF ALL STUDENTS, INCLUDING THOSE WITH DISABILITIES;
- d. E. Demonstrate an understanding of the economic, social, political, legal, and organizational foundations and functions of schools;
- e. F. Accept teaching as a lifelong learning process and continue efforts to develop and improve;
- f. G. Interact successfully with other teachers, parents, students, administrators, counselors, and other support personnel to benefit students and to advance one's own professional development;
- g. H. Discuss and debate the evolution of education and the teacher's role in a changing society; ~~and~~
- I. REFLECT ON THE EFFECTS OF HIS/HER DISPOSITIONS, DECISIONS AND ACTIONS UPON OTHERS (FAMILIES, ALL STUDENTS, INCLUDING THOSE WITH DISABILITIES, AND OTHER PROFESSIONALS); AND
- h. J. Engage in meaningful self-evaluation and reflect on the professional practice of colleagues.

6. Commitment and willingness to participate in learning communities, including the understanding and ability to:

- a. Use community and home resources to enhance school programs;
- b. Design learning activities that involve representatives of volunteer groups, civic and social organizations, and public services agencies;
- c. Demonstrate knowledge of the various communities in which the teacher is a member, including the professional community and local, state, national, and ~~international~~ GLOBAL communities;
- d. Involve professional educators, support personnel, and other stakeholders in collaborative and cooperative planning, decision-making and implementation, to improve educational systems at all levels; ~~and~~

E. PARTICIPATE IN THE DEVELOPMENT OF INDIVIDUALIZED PLANS FOR STUDENTS WITH DISABILITIES (INDIVIDUAL EDUCATION PLAN); AND

e. F. Interact with parents USING PERSONAL AND TECHNOLOGY-BASED COMMUNICATION to maximize the learning of students at school, home, and in the local community.

7. An ability to use information age learning and technology operations and concepts to enhance learning and personal/professional productivity, including the understanding and ability to:

a. Demonstrate an understanding of, and continued growth in, ~~information age learning and~~ technology operations and concepts;

b. Plan and design effective technology-enhanced learning environments and experiences aligned with MICHIGAN'S CONTENT STANDARDS AND GRADE LEVEL EXPECTATIONS ~~the State Board's policy on learning expectations for Michigan students and the Michigan Curriculum Framework~~ for all students INCLUDING THOSE WITH DISABILITIES;

c. Implement curriculum plans that include technology-enhanced methods and strategies to maximize student learning;

d. Apply technology to facilitate a variety of effective assessment and evaluation strategies;

e. Use technology to enhance professional development, practice, and productivity; and

f. Understand the equity, ethical, legal, social, physical, and psychological issues surrounding the use of technology in P-12 schools and apply ~~that understanding~~ THOSE PRINCIPLES in practice.

~~Criteria for an Assessment of Pedagogy~~

CRITERIA FOR AN ASSESSMENT OF PEDAGOGY FOR THE INITIAL CERTIFICATION OF TEACHERS

These criteria are based on the State Board of Education Entry-Level Standards for Michigan Teachers, as approved by the State Board of Education initially in August 1993, revised in July 1998, and in October 2002.

Definition: According to Webster's New World Dictionary, Third College Edition, Simon & Schuster, Inc., 1994, pedagogy is defined as:

- 1) *the profession or function of a teacher; teaching, and*
- 2) *the art or science of teaching; esp., instruction in teaching methods.*

Description of Achievement Levels:

0	pre-preparation	No awareness or exposure
1	awareness	The ability to describe, not yet applied
2	basic	Minimal achievement, appropriate to situations
3	proficient	Consistent, Appropriate application, solid performance
4	advanced	HIGH LEVEL Super performance, consistently applied at all appropriate times

THIS DOCUMENT ACCEPTED BY PSCT ON MAY 19, 2005 AS A LIVING AND WORKING DOCUMENT FOR USE IN APPLYING THE PROFESSIONAL STANDARDS FOR MICHIGAN TEACHERS TOWARD THE PROCESS OF CONTINUED IMPROVEMENT OF TEACHER PREPARATION AND PRACTICE IN MICHIGAN.

No.	Standard and Proficiencies	TARGET Level of Proficiency	Indicators of Achievement
<p>Upon ENTRY INTO completion of an approved teacher preparation program in Michigan, TEACHER CANDIDATES WILL BEGIN DEVELOPING PROFICIENCIES IN THE AREAS LISTED BELOW. THESE STANDARDS SERVE AS A FRAMEWORK FOR CONTINUING PROFESSIONAL DEVELOPMENT THROUGHOUT AN EDUCATOR'S CAREER. a person recommended for the Michigan Provisional Certificate should have:</p>			
1.	An understanding and appreciation of the liberal arts (the humanities, the social sciences, the mathematical and natural sciences, and the arts):		
1.a.	The abilities and skills necessary for effective communication (listening, speaking, writing, reading, and visually representing);	3	<ul style="list-style-type: none"> • Communicates in a clear and effective manner. • Models effective communication for students. • Uses correct language and grammar. • Demonstrates effective listening skills. • Demonstrates effective speaking skills. • Demonstrates effective viewing skills. • Demonstrates effective reading skills. • Demonstrates effective writing skills. • Communicates thoughtfully.
1.b.	A knowledge and appreciation of free inquiry in the humanities, the social sciences, the mathematical and natural sciences, and the visual and performing arts;	2	<ul style="list-style-type: none"> • Demonstrates knowledge and interests in a variety of areas. • Demonstrates a respect for free inquiry.
1.c.	A knowledge of the interdependence of the liberal arts and the ability to integrate knowledge from the liberal arts to analyze, synthesize, and reflect upon ideas, information, and data;	2	<ul style="list-style-type: none"> • Demonstrates the inter-relatedness of knowledge beyond defined content areas. • Uses liberal arts knowledge in planning instruction. • Uses critical thinking skills.

No.	Standard and Proficiencies	TARGET Level of Proficiency	Indicators of Achievement
1.d.	The ability to discuss and debate the value of education in a free and pluralistic society, particularly the role of intellectual and ethical values;	Not recommended as appropriate to the assessment of pedagogy	
1.e.	An understanding of global and international perspectives;	2	<ul style="list-style-type: none"> • Encourages students to view content from the perspective of the impact of activities in their community (classroom, school, city, state, country) on other communities beyond the United States. • Discusses the impact of educational experiences beyond the United States. • Demonstrates involvement in organizations or activities which address global and international concerns. • Responds appropriately to inquiries that demonstrate understanding of global impact. • Demonstrates knowledge of international current events.
1.f.	An understanding of and respect for individual differences, including those of culture, race, gender, religion, and ethnicity, as well as humankind's shared heritage and environment;	3	<ul style="list-style-type: none"> • Maintains a professional and respectful approach to individual differences in: <ul style="list-style-type: none"> ➤ culture ➤ race ➤ gender ➤ religion ➤ ethnicity ➤ heritage ➤ environment • Maintains a professional and respectful approach to humankind's shared heritage and environment.

No.	Standard and Proficiencies	TARGET Level of Proficiency	Indicators of Achievement
1.g.	An ability to understand and respect varying points of view and the influence of one's own and others' ethics and values;	3	<ul style="list-style-type: none"> • Demonstrates respect for the ethics, values, and points of view of: <ul style="list-style-type: none"> ➤ students ➤ parents ➤ administrators ➤ other individuals and groups • Demonstrates an understanding of the right of others to hold and express varying values and points of view. • Maintains a respectful, ethical, and professional demeanor.
1.H.	AN UNDERSTANDING OF THE IMPACT OF TECHNOLOGY AND ITS USE FOR GATHERING AND COMMUNICATING IDEAS AND INFORMATION;	3	<ul style="list-style-type: none"> • UTILIZES TECHNOLOGICAL TOOLS TO: <ul style="list-style-type: none"> ➤ MAINTAIN STUDENT RECORDS ➤ COLLECT FORMATIVE AND SUMMATIVE DATA RELATED TO STUDENT ACHIEVEMENT ➤ ANALYZE DATA TO PLAN INSTRUCTION THAT MEETS STUDENT NEEDS ➤ COMMUNICATE WITH STUDENTS ➤ COMMUNICATE WITH PARENTS • USES TECHNOLOGY IN INSTRUCTION TO: <ul style="list-style-type: none"> ➤ PRESENT INFORMATION FROM A VARIETY OF SOURCES ➤ GUIDE STUDENTS IN ELECTRONIC COMMUNICATION ➤ GUIDE STUDENTS IN GATHERING INFORMATION ➤ GUIDE STUDENTS TO CRITICALLY EVALUATE INFORMATION RECEIVED FROM ALL SOURCES.
1.H.I.	An understanding of the Constitutions and histories of the United States and Michigan;	Not recommended as appropriate to the assessment of pedagogy	

No.	Standard and Proficiencies	TARGET Level of Proficiency	Indicators of Achievement
1.i.J.	An understanding of the market system for allocating resources;	Not recommended as appropriate to the assessment of pedagogy	
1.j.K.	An understanding of and respect for the role of the individual in a free society, including the importance of individual responsibility and respect for individual rights and values; and	3	<ul style="list-style-type: none"> • Models an attitude of individual responsibility in a free society. • Encourages individuals to exercise rights and assume responsibilities reflective of a free society. • Designs instruction that encourages individual responsibility.
1.k.L.	An understanding of the similarities within our culture and their importance to the fabric of American society.	3	<ul style="list-style-type: none"> • Maintains a professional and respectful approach to similarities in: <ul style="list-style-type: none"> ➤ culture ➤ race ➤ gender ➤ religion ➤ ethnicity ➤ heritage ➤ environment • Instruction emphasizes the importance of shared heritage to the fabric of American society.

No.	Standard and Proficiencies	TARGET Level of Proficiency	Indicators of Achievement
2.	A commitment to student learning and achievement, including the understanding SKILLS and ability DISPOSITIONS to:		
2.a.	Apply knowledge of human growth, development, and learning theory;	2	<ul style="list-style-type: none"> Plans developmentally appropriate instruction. Provides instruction, which is developmentally appropriate. Uses communication that is developmentally appropriate for the students. Uses learning theory to maximize instruction. Applies knowledge of learning theory when developing instruction. Defends choice of instructional activities and assessment based on learning theories and research on teaching.
2.b.	Expand cognitive, affective, physical, and social capacities of ALL students for the development of the "whole person";	2	<ul style="list-style-type: none"> Uses a variety of activities that encourages development of the whole person. Models metacognitive processes of learning for student.
2.c.	Discern the extent to which personal belief systems and values may affect the instructional process (love of learning; the belief that all students can learn; the belief that all students should be treated equitably; the role of expectations in affecting achievement);	2	<ul style="list-style-type: none"> Discusses the role of expectations in student achievement. Demonstrates instructional behavior that supports the connection between teacher expectations and student performance. Discusses the impact of one's personal belief system and values upon instruction. Provides a rationale for instructional or management behavior consistent with the teacher's personal belief system.

No.	Standard and Proficiencies	TARGET Level of Proficiency	Indicators of Achievement
2.d.	Demonstrate appropriate classroom management, HANDLING OF CHALLENGING BEHAVIORS, and disciplinary techniques to ensure a safe and orderly environment which is conducive to learning;	2	<ul style="list-style-type: none"> • Maintains an appropriate and safe learning environment. • Handles unexpected events in a professional manner. • Describes a continuum of discipline techniques. • Demonstrates knowledge/use of appropriate discipline. • Describes for the students behavioral expectations appropriate to the situation. • Demonstrates skill to encourage appropriate student behavior. • Models appropriate behavior. • Anticipates and takes action to avoid potential hazards in all environments.
2.e.	Plan instruction to accommodate diversity (cultural, racial, and social);	3	<ul style="list-style-type: none"> • Identifies components of diversity evident in the community. • Develops plans and instruction to accommodate: <ul style="list-style-type: none"> ➤ culture ➤ race ➤ social diversity ➤ home environment ➤ other differences • Demonstrates an understanding of the value of diversity.
2.f.	ENSURE EQUITABLE PARTICIPATION IN THE GENERAL CURRICULUM FOR ALL STUDENTS INCLUDING THOSE WITH DISABILITIES;	2	<ul style="list-style-type: none"> • DEMONSTRATES IN LESSON PLANS THAT INDIVIDUALIZATION IS EVIDENT AND COVERS A RANGE OF STUDENT NEEDS WITHIN THE GENERAL CURRICULUM. • IMPLEMENTS EFFECTIVE STRATEGIES FOR ENGAGING ALL STUDENTS, INCLUDING STUDENTS WITH DISABILITIES, IN CLASSROOM ACTIVITIES. • UTILIZES MULTIPLE ASSESSMENT STRATEGIES TO GAIN DATA AND ADJUST INSTRUCTION FOR INDIVIDUAL STUDENTS.
2.f.G.	Plan instruction to accommodate various backgrounds of students;	2	<ul style="list-style-type: none"> • Continually assesses students' prior knowledge and experience as a component of instruction. • Develops plans and instruction that accommodate varying backgrounds.

No.	Standard and Proficiencies	TARGET Level of Proficiency	Indicators of Achievement
2.g.H.	Use multiple approaches to appropriately assess student abilities and needs to plan WHEN PLANNING FOR instruction;	2	<ul style="list-style-type: none"> • Uses variety of assessment techniques in planning for instruction.
2.h.I.	RECOGNIZING THE DIFFERENCES (GENDER, ETHNICITY, DISABILITIES, CULTURE, LANGUAGE, AND GIFTEDNESS); AMONG ALL STUDENTS, PLAN INSTRUCTION TO MAXIMIZE LEARNING IN THE GENERAL EDUCATION CLASSROOM; Create inclusionary environments for students with exceptional needs and abilities; and	2	<ul style="list-style-type: none"> • Recognizes THE RANGE OF STUDENT LEARNING ABILITIES AND INDIVIDUAL NEEDS and assesses exceptional needs and abilities. • Develops instructional plans that REFLECT THE MANY ASPECTS OF DIVERSITY create an inclusionary environment. • Implements instructional plans that create an inclusionary environment. • ASSESSES STUDENT LEARNING WITH A VARIETY OF STRATEGIES. • USES ASSESSMENT DATA TO IMPROVE INSTRUCTION.
2.i.J.	Use various kinds of literacy to promote access to knowledge (numeracy, graphics, printed text, computers, artistic expression, and electronic media); AND	2	<ul style="list-style-type: none"> • Uses numeracy, graphics, printed text, computers, artistic expression, electronic media, manipulatives, etc. appropriately in instruction.
2.K.	ACCEPT, AS REASONABLE ACCOMMODATIONS, MULTIPLE COMMUNICATIVE MODES (VERBAL AND NON-VERBAL) FROM STUDENTS AND USE ASSISTIVE TECHNOLOGIES TO ENHANCE LEARNING FOR ALL STUDENTS INCLUDING THOSE WITH DISABILITIES, IN COLLABORATION WITH RELATED SERVICE PROFESSIONALS.	1	<ul style="list-style-type: none"> • RECOGNIZES AND ENCOURAGES MULTIPLE MODES FOR COMMUNICATING KNOWLEDGE. • SHOW EVIDENCE OF IMPLEMENTING INSTRUCTIONAL STRATEGIES/ACCOMMODATIONS, WHICH ADDRESS SPECIFIC STUDENT NEEDS. • MODELS ACCEPTANCE OF ALTERNATIVE COMMUNICATION STRATEGIES. • DEMONSTRATES ABILITY TO ACCESS AND/OR USE ADAPTIVE TECHNOLOGY. • RESEARCHES POTENTIAL RELATED SERVICE PROFESSIONALS AVAILABLE TO THE SCHOOL SYSTEM.

No.	Standard and Proficiencies	TARGET Level of Proficiency	Indicators of Achievement
3.	Knowledge of subject matter and pedagogy WITH REFERENCE TO THE MICHIGAN CURRICULUM FRAMEWORK AND OTHER STATE SPONSORED RESOURCES, including the understanding and ability to:		
3.a.	Create learning environments that promote critical and higher order thinking skills, foster the acquisition of deep knowledge, PROVIDE FOR CONNECTIONS BEYOND THE CLASSROOMS and allow for substantive conversation with the teacher and/or peers about subject matter;	2	<ul style="list-style-type: none"> • Uses a variety of techniques and manipulatives to promote higher order thinking.
3.b.	Help students access and use information, technology, and other resources to become independent learners and problem solvers;	3	<ul style="list-style-type: none"> • Creates opportunities for students to access and use a variety of sources of information including computers and other technology. • Create opportunities for students to use information to construct knowledge.
3.c.	CONSTRUCT A LEARNING ENVIRONMENT WHERE BOTH TEACHER AND STUDENTS HAVE Use high expectations OF EACH OTHER for THE optimal achievement to foster excellence in OF all students;	2	Challenges students to reach higher levels of achievement. <ul style="list-style-type: none"> • CONSTRUCT EVALUATION INSTRUMENTS TO MEASURE EXPECTATION LEVELS AND ACHIEVEMENT. • ADAPT INSTRUCTION ACCORDING TO DATA COLLECTED.
3.d.	Practice teaching as both an art BY ENGAGING STUDENTS THROUGH APPROPRIATE AND CREATIVE ACTIVITIES, and a science BY UTILIZING INSTRUCTIONAL TECHNIQUES THAT ARE SUPPORTED BY CURRENT RESEARCH;	2	Engages students through appropriate and creative activities. Employs instructional techniques that are supported by current research. <ul style="list-style-type: none"> • DEMONSTRATES CONNECTIONS OF CONTENT TO THE LEARNER'S WORLD. • UTILIZES RESEARCH TO SELECT AND IMPLEMENT INSTRUCTIONAL STRATEGIES AND LEARNING SYSTEMS. • EVALUATES THE EFFECTIVENESS OF SELECTED STRATEGIES FOR STUDENT ACHIEVEMENT.

No.	Standard and Proficiencies	TARGET Level of Proficiency	Indicators of Achievement
3.e.	Integrate and transfer knowledge across subject areas and encourage the same among students;	2	<ul style="list-style-type: none"> Plans and instructs in ways that integrate knowledge from various disciplines.
3.f.	Engage students in practical activities that demonstrate the relevance, purpose, and function of subject matter to make connections to the world beyond the classroom; and	3	<ul style="list-style-type: none"> Plans and instructs in ways that make evident to students the relevance of content. Provides engaging activities that connect content to relevant experiences outside the classroom.
3.g.	Access and use updated information and procedures; AND	3	<ul style="list-style-type: none"> Seeks and uses updated information and procedures. Evaluates educational materials for appropriateness. Selects appropriate educational materials. Demonstrates knowledge of local, state, and national standards for content areas. Participates in professional activities to access and use updated information and procedures through: <ul style="list-style-type: none"> ➤ Membership in professional organizations ➤ Reading professional journals Attendance at professional activities (conferences, workshops, in-services, etc.).
3.H.	STRUCTURE THE CLASSROOM ENVIRONMENT TO PROMOTE POSITIVE PEER INTERACTIONS AND POSITIVE SELF-ESTEEM TO ENSURE THAT ALL STUDENTS, INCLUDING THOSE WITH DISABILITIES, ARE VALUED PARTICIPANTS IN THE LEARNING COMMUNITY.	2	<ul style="list-style-type: none"> DEMONSTRATES SENSITIVITY TO SOCIAL FACTORS IN CREATING PEER LEARNING EXPERIENCES FOR ALL STUDENTS, INCLUDING THOSE WITH DISABILITIES.

No.	Standard and Proficiencies	TARGET Level of Proficiency	Indicators of Achievement
4.	The ability to manage and monitor student learning, based on best practice, including the understanding and ability to:		
4.a.	Plan and use DIFFERENT cognitive, affective, and psychomotor strategies to maximize learning and to accommodate differences in the backgrounds, learning styles, disabilities, aptitudes, interests, levels of maturity, and achievement of students;	2	<p>Uses a variety of strategies to maximize learning for each student.</p> <ul style="list-style-type: none"> • RECOGNIZES THE RANGE OF STUDENT LEARNING ABILITIES AND INDIVIDUAL NEEDS. • DEVELOPS INSTRUCTIONAL PLANS THAT REFLECT THE MANY LEARNING STYLES. • IMPLEMENTS INSTRUCTIONAL PLANS THAT REFLECT COGNITIVE, AFFECTIVE, AND PSYCHOMOTOR DIFFERENCES. • ACCESSES STUDENT LEARNING WITH A VARIETY OF STRATEGIES. • USES ASSESSMENT DATA TO IMPROVE INSTRUCTION.
4.b.	Use a variety of teaching methodologies and techniques (lectures, demonstrations, group discussions, cooperative learning, small-group activities, and TECHNOLOGY-ENHANCED LESSONS, AND ASSESS THE EFFECTIVENESS OF VARIOUS APPROACHES FOR IMPACT ON STUDENT LEARNING how to assess one's effectiveness in utilizing them;	23	<ul style="list-style-type: none"> • Plans, uses, and evaluates a variety of teaching methodologies and techniques, INCLUDING TECHNOLOGY RESOURCES TO PROMOTE STUDENT LEARNING.
4.c.	Involve and work effectively with all support personnel AND ACCESS AVAILABLE RESOURCES to maximize opportunities for student achievement and success;	2	<ul style="list-style-type: none"> • Uses appropriate resources and support personnel to enhance student achievement and success.

No.	Standard and Proficiencies	TARGET Level of Proficiency	Indicators of Achievement
4.d.	Involve and work effectively with parents and/or guardians to maximize opportunities for student achievement and success;	2	<ul style="list-style-type: none"> Communicates and interacts with parents and/or guardians to enhance student achievement and success.
4.e.	Differentiate between assessment and evaluation procedures and use appropriate procedures; and	2	<ul style="list-style-type: none"> Plans evaluation and assessment activities to support instruction. Utilizes multiple techniques appropriately for formative and summative evaluation purposes. Selects or creates appropriate means for assessment and evaluation. Correctly interprets results of measurements used for assessment and evaluation.
4.F.	EVALUATE LEARNING THROUGH FORMAL AND INFORMAL ASSESSMENT TO ENSURE THE INTELLECTUAL, SOCIAL AND PHYSICAL DEVELOPMENT OF ALL STUDENTS INCLUDING THOSE WITH DISABILITIES;	2	<ul style="list-style-type: none"> CONSTRUCTS ASSESSMENTS THAT REFLECT SENSITIVITY TO RESPONSE OPTIONS OF STUDENTS WITH DISABILITIES.
4.f.G.	Define and accept the legal and ethical responsibilities of teaching (student retention, corporal punishment, truancy, child abuse, managing conflict, first aid, least restrictive environment, health, and communicable diseases); AND	2	<ul style="list-style-type: none"> Demonstrates knowledge concerning the legal and ethical responsibilities of teaching. Seeks information concerning building policies. Demonstrates knowledge concerning building policies. Applies knowledge concerning building policies.
4.H.	UTILIZE APPROPRIATE LITERACY ASSESSMENT STRATEGIES IN ORDER TO DEVELOP INSTRUCTIONAL APPROACHES TO ENABLE ALL STUDENTS TO ACCESS AND UNDERSTAND CONTENT.	2	

No.	Standard and Proficiencies	TARGET Level of Proficiency	Indicators of Achievement
5.	The ability to systematically organize teaching practices and learn from experiences, including the understanding and ability to:		
5.a.	Identify and use current research in both the subject field and in other areas of practice in the profession;	2	<ul style="list-style-type: none"> • Demonstrates in teaching, use of research gained from: <ul style="list-style-type: none"> ➤ attendance at conferences, seminars, workshops ➤ use of professional literature ➤ membership in professional organization(s) ➤ use of local, state, national standards
5.b.	Exercise good judgment in planning and managing time and other resources to attain goals and objectives;	2	<ul style="list-style-type: none"> • Achieves goals and objectives by: <ul style="list-style-type: none"> ➤ allocating time appropriately ➤ modifying lessons to meet student needs ➤ using resources effectively
5.c.	Maximize the use of instructional time by engaging students in meaningful learning experiences;	2	<ul style="list-style-type: none"> • Manages lessons in the classroom to promote learning. • Achieves appropriate pace and direction for instruction. • Demonstrates ability to adapt lesson plans as needed. • Makes use of time on task. • Selects activities that actively involve students in the learning process.
5.D.	MODIFY AND ADAPT INSTRUCTIONAL STRATEGIES, TECHNOLOGIES AND THE GENERAL CURRICULUM TO ENHANCE THE LEARNING AND INTERACTION OF ALL STUDENTS, INCLUDING THOSE WITH DISABILITIES;	2	<ul style="list-style-type: none"> • USES RESULTS FROM ASSESSMENTS TO MODIFY LEARNING OPPORTUNITIES FOR STUDENTS WITH DISABILITIES. • DEMONSTRATES ABILITY TO MODIFY LESSON PLANS AND INSTRUCTIONAL ACTIVITIES TO ACCOMMODATE LEARNING AND RESPONSE NEEDS FOR STUDENTS WITH DISABILITIES.
5.d.E.	Demonstrate an understanding of the economic, social, political, legal, and organizational foundations and functions of schools;	1	<ul style="list-style-type: none"> • Demonstrates an awareness of the interdependence between the school and community.

No.	Standard and Proficiencies	TARGET Level of Proficiency	Indicators of Achievement
5.e.F.	Accept teaching as a lifelong learning process and continue efforts to develop and improve;	2	<ul style="list-style-type: none"> Identifies areas for growth. Develops short and long term goals. Develops plans for individual professional growth. Develops plans collaboratively for professional growth in the work setting.
5.f.G.	Interact successfully with other teachers, parents, students, administrators, counselors, and other support personnel to benefit students and to advance one's own professional development;	2	<ul style="list-style-type: none"> Establishes professional relationships on behalf of students. Utilizes school and community members as partners. Follows school/district protocol. Communicates effectively with parents. Identifies when assistance is needed. Seeks appropriate support and resources. Collaborates with others in the school setting.
5.g.H.	Discuss and debate the evolution of education and the teacher's role in a changing society; and	Not recommended as appropriate to the assessment of pedagogy	
5.i.I.	REFLECT ON THE EFFECTS OF HIS/HER DISPOSITIONS, DECISIONS, AND ACTIONS UPON OTHERS (FAMILIES, ALL STUDENTS, INCLUDING THOSE WITH DISABILITIES, AND OTHER PROFESSIONALS); AND	2	<ul style="list-style-type: none"> DEMONSTRATE SENSITIVITY TO THE EFFECT OF INSTRUCTIONAL ACTIVITIES ON THE LEARNING AND SELF-ESTEEM OF STUDENTS WITH DISABILITIES. COORDINATES INSTRUCTIONAL DELIVERY WITH OTHER PROFESSIONALS WORKING WITH STUDENTS WITH DISABILITIES.
5.h.J.	Engage in meaningful self-evaluation and reflect on the professional practice of colleagues.	2	<ul style="list-style-type: none"> Identifies strengths and weaknesses of professional practice in others. Identifies strengths and weaknesses of professional practice in themselves. Makes appropriate adaptations to their own instruction, based upon reflection.

No.	Standard and Proficiencies	TARGET Level of Proficiency	Indicators of Achievement
6.	Commitment and willingness to participate in learning communities, including the understanding and ability to:		
6.a.	Use community and home resources to enhance school programs;	2	<ul style="list-style-type: none"> Identifies community resources. Identifies skills and resources that families bring to the learning environment. Uses resources to enhance learning.
6.b.	Design learning activities that involve representatives of volunteer groups, civic and social organizations, and public service agencies;	1	<ul style="list-style-type: none"> Identifies community organizations as resources. Plans instructional activities, which involve a representation of a community organization. Uses community service/organization activities as a component of instruction.
6.c.	Demonstrate knowledge of the various communities in which the teacher is a member, including the professional community, and local, state, national, and international GLOBAL communities;	1	<ul style="list-style-type: none"> Describes the role of teacher as a member of the following communities: <ul style="list-style-type: none"> ➤ professional ➤ local ➤ state ➤ national ➤ international-GLOBAL
6.d.	Involve professional educators, support personnel, and other stakeholders in collaborative and cooperative planning, decision-making, and implementation to improve educational systems at all levels; and	2	<ul style="list-style-type: none"> Actively pursues collegial communication at all levels. Participates in discussions of educational/school/community groups. Participates in activities of educational/school/community groups. Participates in planning of school activities. Initiates involvement with faculty, department, school team or grade level groups, and other stakeholders.
6.E.	PARTICIPATE IN THE DEVELOPMENT OF INDIVIDUALIZED PLANS FOR STUDENTS WITH DISABILITIES (INDIVIDUAL EDUCATION PLAN); AND	2	<ul style="list-style-type: none"> CONTRIBUTES TO DATA-BASED OBSERVATIONS REGARDING STUDENTS WITH DISABILITIES TO GROUP DISCUSSIONS OF STUDENTS' INSTRUCTIONAL PERFORMANCE AND NEEDS.

No.	Standard and Proficiencies	TARGET Level of Proficiency	Indicators of Achievement
6.e.F.	Interact with parents USING PERSONAL AND TECHNOLOGY-BASED COMMUNICATION to maximize the learning of students at school, home, and in the local community.	2	<ul style="list-style-type: none"> • Facilitates communication with families, which augments student learning. • Provides opportunities for families to assist with learning in the home, school, and community.
7.	An ability to use information age learning and technology operations and concepts to enhance personal/professional productivity, including the understanding and ability to:		
7.a.	Demonstrate an understanding of and continued growth in information age learning and technology operations and concepts;	3	<ul style="list-style-type: none"> • Demonstrates knowledge, skills, and understanding of concepts and learning related to information age learning processes and techniques, including individualizing instruction, student-centered learning, interdisciplinary instruction, grouping by mastery and maturity, engaging and authentic learning, use of rich multi-media and interactive content, virtual and long distance learning, and instructional practices enhanced by evidence of learning from student work. • Demonstrates continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

No.	Standard and Proficiencies	TARGET Level of Proficiency	Indicators of Achievement
7.b.	Plan and design effective technology-enhanced learning environments and experiences aligned with MICHIGAN'S CONTENT STANDARDS AND GRADE LEVEL EXPECTATIONS the State Board's policy on learning expectations for Michigan students and the Michigan Curriculum Framework for all students INCLUDING THOSE WITH DISABILITIES;	23	<ul style="list-style-type: none"> • Designs developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies and provide access to curriculum to support the diverse needs of learners. • Applies current research on teaching and learning with technology. • Applies Michigan technology standards and benchmarks when planning learning environments and experiences. • Identifies and locates technology resources and evaluates them for accuracy, effectiveness, and appropriateness. • Plans for the management of technology resources within the context of learning activities. • Plans strategies to manage student learning in a technology-enhanced environment, including strategies designed to determine, assess, and meet the needs of each student.
7.c.	Implement curriculum plans that include technology-enhanced methods and strategies to maximize student learning;	2	<ul style="list-style-type: none"> • Facilitates technology-enhanced experiences that improve educational outcomes and are aligned to the State Board's policy on learning expectations for Michigan students and to the Michigan Curriculum Framework. • Uses technology to support learner-centered strategies that address the diverse and individual needs of all students. • Applies technology to develop students' higher order skills (learning, critical thinking, problem-solving, self-directed and collaborative learning, creation of knowledge, inquiry, authentic based learning, data collection, information analysis and management, communications) and creativity. • Manages student learning in a technology-enhanced environment.

No.	Standard and Proficiencies	TARGET Level of Proficiency	Indicators of Achievement
7.d.	Apply technology to facilitate a variety of effective assessment and evaluation strategies;	2	<ul style="list-style-type: none"> • Applies technology in assessing and evaluating student achievement as it relates to the State Board's policy on learning expectations for Michigan students and student learning of subject matter as aligned with the Michigan Curriculum Framework, using a variety of assessment techniques. • Uses technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning. • Understands the uses of technology to assess the proficiencies, strengths, and challenges of each student, recognizing individual and diverse needs. • Applies multiple methods of assessment and evaluation to determine students' appropriate uses of technology resources for learning, communication, and productivity.
7.e.	Use technology to enhance professional development, practice, productivity; and	3	<ul style="list-style-type: none"> • Uses technology resources to engage in ongoing professional development and lifelong learning. • Continually evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning. • Applies technology to increase productivity in planning, teaching, and management. • Uses technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.
7.f.	Understand the equity, ethical, legal, social, physical, and psychological issues surrounding the use of technology in P-12 schools and apply that understanding THOSE PRINCIPLES in practice.	3	<ul style="list-style-type: none"> • Models and teaches legal and ethical practice related to technology use. • Applies technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities. • Identifies and uses technology resources that affirm diversity. • Promotes safe and healthy use of technology resources. • Facilitates equitable access to technology resources for all students.

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~~Criteria for an Assessment of Pedagogy~~

GUIDELINES FOR ASSESSMENT OF PEDAGOGY DURING THE INDUCTION OF NEW TEACHERS

These criteria are based on the State Board of Education Entry-Level Standards for Michigan Teachers, as approved by the State Board of Education initially in August 1993, revised in July 1998, and in October 2002.

Definition: According to Webster's New World Dictionary, Third College Edition, Simon & Schuster, Inc., 1994, pedagogy is defined as:

- 3) *the profession or function of a teacher; teaching, and*
- 4) *the art or science of teaching; esp., instruction in teaching methods.*

Description of Achievement Levels:

0	pre-preparation	No awareness or exposure
1	awareness	The ability to describe, not yet applied
2	basic	Minimal achievement, appropriate to situations
3	proficient	Consistent, A appropriate application, solid performance
4	advanced	Super HIGH LEVEL performance, consistently applied at all appropriate times

THIS DOCUMENT ACCEPTED BY PSCT ON MAY 19, 2005 AS A LIVING AND WORKING DOCUMENT FOR USE IN APPLYING THE PROFESSIONAL STANDARDS FOR MICHIGAN TEACHERS TOWARD THE PROCESS OF CONTINUED IMPROVEMENT OF TEACHER PREPARATION AND PRACTICE IN MICHIGAN.

No.	Standard and Proficiencies	TARGET Level of Proficiency at the end of			Indicators of Achievement
		1 st Year	2 nd Year	3 rd Year	
Upon ENTRY INTO completion of an approved teacher preparation program in Michigan, TEACHER CANDIDATES WILL BEGIN DEVELOPING PROFICIENCIES IN THE AREAS LISTED BELOW. THESE STANDARDS SERVE AS A FRAMEWORK FOR CONTINUING PROFESSIONAL DEVELOPMENT THROUGHOUT AN EDUCATOR'S CAREER. a person recommended for the Michigan Provisional Certificate should have:					
1.	An understanding and appreciation of the liberal arts (the humanities, the social sciences, the mathematical and natural sciences, and the arts):				
1.a.	The abilities and skills necessary for effective communication (listening, speaking, writing, reading, and visually representing);	3	4	4	<ul style="list-style-type: none">• Communicates in a clear and effective manner.• Models effective communication for students.• Uses correct language and grammar.• Demonstrates effective listening skills.• Demonstrates effective speaking skills.• Demonstrates effective viewing skills.• Demonstrates effective reading skills.• Demonstrates effective writing skills.• Communicates thoughtfully.
1.b.	A knowledge and appreciation of free inquiry in the humanities, the social sciences, the mathematical and natural sciences, and the visual and performing arts;	3	3	3	<ul style="list-style-type: none">• Demonstrates knowledge and interests in a variety of areas.• Demonstrates a respect for free inquiry.

No.	Standard and Proficiencies	TARGET Level of Proficiency at the end of			Indicators of Achievement
		1 st Year	2 nd Year	3 rd Year	
1.c.	A knowledge of the interdependence of the liberal arts and the ability to integrate knowledge from the liberal arts to analyze, synthesize, and reflect upon ideas, information, and data;	3	3	3	<ul style="list-style-type: none"> • Demonstrates the inter-relatedness of knowledge beyond defined content areas. • Uses liberal arts knowledge in planning instruction. • Uses critical thinking skills.
1.d.	The ability to discuss and debate the value of education in a free and pluralistic society, particularly the role of intellectual and ethical values;	Not recommended as appropriate to the assessment of pedagogy			
1.e.	An understanding of global and international perspectives;	3	4	4	<ul style="list-style-type: none"> • Encourages students to view content from the perspective of the impact of activities in their community (classroom, school, city, state, country) on other communities beyond the United States. • Discusses the impact of educational experiences beyond the United States. • Demonstrates involvement in organizations or activities which address global and international concerns. • Responds appropriately to inquiries that demonstrate understanding of global impact. • Demonstrates knowledge of international current events.

No.	Standard and Proficiencies	TARGET Level of Proficiency at the end of			Indicators of Achievement
		1 st Year	2 nd Year	3 rd Year	
1.f.	An understanding of and respect for individual differences, including those of culture, race, gender, religion, and ethnicity, as well as humankind's shared heritage and environment;	4	4	4	<ul style="list-style-type: none"> • Maintains a professional and respectful approach to individual differences in: <ul style="list-style-type: none"> ➤ culture ➤ race ➤ gender ➤ religion ➤ ethnicity ➤ heritage ➤ environment • Maintains a professional and respectful approach to humankind's shared heritage and environment.
1.g.	An ability to understand and respect varying points of view and the influence of one's own and others' ethics and values;	4	4	4	<ul style="list-style-type: none"> • Demonstrates respect for the ethics, values, and points of view of: <ul style="list-style-type: none"> ➤ students ➤ parents ➤ administrators ➤ other individuals and groups • Demonstrates an understanding of the right of others to hold and express varying values and points of view. • Maintains a respectful, ethical, and professional demeanor.

No.	Standard and Proficiencies	TARGET Level of Proficiency at the end of			Indicators of Achievement
		1 st Year	2 nd Year	3 rd Year	
1.H.	AN UNDERSTANDING OF THE IMPACT OF TECHNOLOGY AND ITS USE FOR GATHERING AND COMMUNICATING IDEAS AND INFORMATION;	4	4	4	<ul style="list-style-type: none"> UTILIZES TECHNOLOGICAL TOOLS TO: <ul style="list-style-type: none"> ➤ MAINTAIN STUDENT RECORDS ➤ COLLECT INFORMATIVE AND SUMMATIVE DATA RELATED TO STUDENT ACHIEVEMENT ➤ ANALYZE DATA TO PLAN INSTRUCTION THAT MEETS STUDENT NEEDS ➤ COMMUNICATE WITH STUDENTS ➤ COMMUNICATE WITH PARENTS USES TECHNOLOGY IN INSTRUCTION TO: <ul style="list-style-type: none"> ➤ PRESENT INFORMATION FROM A VARIETY OF SOURCES ➤ GUIDE STUDENTS IN ELECTRONIC COMMUNICATION ➤ GUIDE STUDENTS IN GATHERING INFORMATION ➤ GUIDE STUDENTS TO CRITICALLY EVALUATE INFORMATION RECEIVED FROM ALL SOURCES.
1.h.I.	An understanding of the Constitutions and histories of the United States and Michigan;	Not recommended as appropriate to the assessment of pedagogy			
1.i.J.	An understanding of the market system for allocating resources;	Not recommended as appropriate to the assessment of pedagogy			
1.j.K.	An understanding of and respect for the role of the individual in a free society, including the importance of individual responsibility and respect for individual rights and values; and	4	4	4	<ul style="list-style-type: none"> Models an attitude of individual responsibility in a free society. Encourages individuals to exercise rights and assume responsibilities reflective of a free society. Designs instruction that encourages individual responsibility.

No.	Standard and Proficiencies	TARGET Level of Proficiency at the end of			Indicators of Achievement
		1 st Year	2 nd Year	3 rd Year	
1.k.L.	An understanding of the similarities within our culture and their importance to the fabric of American society.	4	4	4	<ul style="list-style-type: none"> • Maintains a professional and respectful approach to similarities in: <ul style="list-style-type: none"> ➢ culture ➢ race ➢ gender ➢ religion ➢ ethnicity ➢ heritage ➢ environment • Instruction emphasizes the importance of shared heritage to the fabric of American society.
2.	A commitment to student learning and achievement, including the understanding SKILLS and ability DISPOSITIONS to:				
2.a.	Apply knowledge of human growth, development, and learning theory;	2	3	3	<ul style="list-style-type: none"> • Plans developmentally appropriate instruction. • Provides instruction, which is developmentally appropriate. • Uses communication that is developmentally appropriate for the students. • Uses learning theory to maximize instruction. • Applies knowledge of learning theory when developing instruction. • Defends choice of instructional activities and assessment based on learning theories and research on teaching.
2.b.	Expand cognitive, affective, physical, and social capacities of ALL students for the development of the “whole person”;	3	3	3	<ul style="list-style-type: none"> • Uses a variety of activities that encourages development of the whole person. • Models metacognitive processes of learning for student.

No.	Standard and Proficiencies	TARGET Level of Proficiency at the end of			Indicators of Achievement
		1 st Year	2 nd Year	3 rd Year	
2.c.	Discern the extent to which personal belief systems and values may affect the instructional process (love of learning; the belief that all students can learn; the belief that all students should be treated equitably; the role of expectations in affecting achievement);	3	4	4	<ul style="list-style-type: none"> • Discusses the role of expectations in student achievement. • Demonstrates instructional behavior that supports the connection between teacher expectations and student performance. • Discusses the impact of one's personal belief system and values upon instruction. • Provides a rationale for instructional or management behavior consistent with the teacher's personal belief system.
2.d.	Demonstrate appropriate classroom management, HANDLING OF CHALLENGING BEHAVIORS, and disciplinary techniques to ensure a safe and orderly environment which is conducive to learning;	2	3	4	<ul style="list-style-type: none"> • Maintains an appropriate and safe learning environment. • Handles unexpected events in a professional manner. • Describes a continuum of discipline techniques. • Demonstrates knowledge/use of appropriate discipline. • Describes for the students behavioral expectations appropriate to the situation. • Demonstrates skill to encourage appropriate student behavior. • Models appropriate behavior. • Anticipates and takes action to avoid potential hazards in all environments.

No.	Standard and Proficiencies	TARGET Level of Proficiency at the end of			Indicators of Achievement
		1 st Year	2 nd Year	3 rd Year	
2.e.	Plan instruction to accommodate diversity (cultural, racial, and social);	3	4	4	<ul style="list-style-type: none"> Identifies components of diversity evident in the community. Develops plans and instruction to accommodate: <ul style="list-style-type: none"> ➤ culture ➤ race ➤ social diversity ➤ home environment ➤ other differences Demonstrates an understanding of the value of diversity.
2.f.	ENSURE EQUITABLE PARTICIPATION IN THE GENERAL CURRICULUM FOR ALL STUDENTS INCLUDING THOSE WITH DISABILITIES;	2	2	3	<ul style="list-style-type: none"> DEMONSTRATES IN LESSON PLANS THAT INDIVIDUALIZATION IS EVIDENT AND COVERS A RANGE OF STUDENT NEEDS WITHIN THE GENERAL CURRICULUM. IMPLEMENTS EFFECTIVE STRATEGIES FOR ENGAGING ALL STUDENTS, INCLUDING STUDENTS WITH DISABILITIES, IN CLASSROOM ACTIVITIES. UTILIZES MULTIPLE ASSESSMENT STRATEGIES TO GAIN DATA AND ADJUST INSTRUCTION FOR INDIVIDUAL STUDENTS.
2.f.G.	Plan instruction to accommodate various backgrounds of students;	2	3	3	<ul style="list-style-type: none"> Continually assesses students' prior knowledge and experience as a component of instruction. Develops plans and instruction that accommodate varying backgrounds.
2.g-H.	Use multiple approaches to appropriately assess student abilities and needs to plan WHEN PLANNING FOR instruction;	2	3	3	<ul style="list-style-type: none"> Uses variety of assessment techniques in planning for instruction.

No.	Standard and Proficiencies	TARGET Level of Proficiency at the end of			Indicators of Achievement
		1 st Year	2 nd Year	3 rd Year	
2.h.I.	RECOGNIZING THE DIFFERENCES (GENDER, ETHNICITY, DISABILITIES, CULTURE, LANGUAGE, AND GIFTEDNESS); AMONG ALL STUDENTS, PLAN INSTRUCTION TO MAXIMIZE LEARNING IN THE GENERAL EDUCATION CLASSROOM; Create inclusionary environments for students with exceptional needs and abilities; and	3	3	4	<ul style="list-style-type: none"> Recognizes THE RANGE OF STUDENT LEARNING ABILITIES AND INDIVIDUAL NEEDS and assesses exceptional needs and abilities. Develops instructional plans that REFLECT THE MANY ASPECTS OF DIVERSITY create an inclusionary environment. Implements instructional plans that create an inclusionary environment. ASSESSES STUDENT LEARNING WITH A VARIETY OF STRATEGIES. USES ASSESSMENT DATA TO IMPROVE INSTRUCTION.
2.i.J.	Use various kinds of literacy to promote access to knowledge (numeracy, graphics, printed text, computers, artistic expression, and electronic media); AND	3	3	3	<ul style="list-style-type: none"> Uses numeracy, graphics, printed text, computers, artistic expression, electronic media, manipulatives, etc. appropriately in instruction.
2.K.	ACCEPT, AS REASONABLE ACCOMMODATIONS, MULTIPLE COMMUNICATIVE MODES (VERBAL AND NON-VERBAL) FROM STUDENTS AND USE ASSISTIVE TECHNOLOGIES TO ENHANCE LEARNING FOR ALL STUDENTS INCLUDING THOSE WITH DISABILITIES, IN COLLABORATION WITH RELATED SERVICE PROFESSIONALS.	2	3	3	<ul style="list-style-type: none"> RECOGNIZES AND ENCOURAGES MULTIPLE MODES FOR COMMUNICATING KNOWLEDGE. SHOW EVIDENCE OF IMPLEMENTING INSTRUCTIONAL STRATEGIES/ACCOMMODATIONS, WHICH ADDRESS SPECIFIC STUDENT NEEDS. MODELS ACCEPTANCE OF ALTERNATIVE COMMUNICATION STRATEGIES. DEMONSTRATES ABILITY TO ACCESS AND/OR USE ADAPTIVE TECHNOLOGY. RESEARCHES POTENTIAL RELATED SERVICE PROFESSIONALS AVAILABLE TO THE SCHOOL SYSTEM.

No.	Standard and Proficiencies	TARGET Level of Proficiency at the end of			Indicators of Achievement
		1 st Year	2 nd Year	3 rd Year	
3.	Knowledge of subject matter and pedagogy WITH REFERENCE TO THE MICHIGAN CURRICULUM FRAMEWORK AND OTHER STATE SPONSORED RESOURCES, including the understanding and ability to:				
3.a.	Create learning environments that promote critical and higher order thinking skills, foster the acquisition of deep knowledge, PROVIDE FOR CONNECTIONS BEYOND THE CLASSROOMS and allow for substantive conversation with the teacher and/or peers about subject matter;	3	3	4	<ul style="list-style-type: none"> • Uses a variety of techniques and manipulatives to promote higher order thinking.
3.b.	Help students access and use information, technology, and other resources to become independent learners and problem solvers;	3	4	4	<ul style="list-style-type: none"> • Creates opportunities for students to access and use a variety of sources of information including computers and other technology. • Create opportunities for students to use information to construct knowledge.
3.c.	CONSTRUCT A LEARNING ENVIRONMENT WHERE BOTH TEACHER AND STUDENTS HAVE high expectations OF EACH OTHER for THE optimal achievement to foster excellence in OF all students;	3	3	3	<ul style="list-style-type: none"> • Challenges students to reach higher levels of achievement. • CONSTRUCT EVALUATION INSTRUMENTS TO MEASURE EXPECTATION LEVELS AND ACHIEVEMENT. • ADAPT INSTRUCTION ACCORDING TO DATA COLLECTED.

No.	Standard and Proficiencies	TARGET Level of Proficiency at the end of			Indicators of Achievement
		1 st Year	2 nd Year	3 rd Year	
3.d.	Practice teaching as both an art BY ENGAGING STUDENTS THROUGH APPROPRIATE AND CREATIVE ACTIVITIES, and a science BY UTILIZING INSTRUCTIONAL TECHNIQUES THAT ARE SUPPORTED BY CURRENT RESEARCH;	2	3	3	<ul style="list-style-type: none"> • Engages students through appropriate and creative activities. • Employs instructional techniques that are supported by current research. • DEMONSTRATES CONNECTIONS OF CONTENT TO THE LEARNER'S WORLD. • UTILIZES RESEARCH TO SELECT AND IMPLEMENT INSTRUCTIONAL STRATEGIES AND LEARNING SYSTEMS. • EVALUATES THE EFFECTIVENESS OF SELECTED STRATEGIES FOR STUDENT ACHIEVEMENT.
3.e.	Integrate and transfer knowledge across subject areas and encourage the same among students;	2	3	3	<ul style="list-style-type: none"> • Plans and instructs in ways that integrate knowledge from various disciplines.
3.f.	Engage students in practical activities that demonstrate the relevance, purpose, and function of subject matter to make connections to the world beyond the classroom; and	3	4	4	<ul style="list-style-type: none"> • Plans and instructs in ways that make evident to students the relevance of content. • Provides engaging activities that connect content to relevant experiences outside the classroom.

No.	Standard and Proficiencies	TARGET Level of Proficiency at the end of			Indicators of Achievement
		1 st Year	2 nd Year	3 rd Year	
3.g.	Access and use updated information and procedures; AND	3	4	4	<ul style="list-style-type: none"> • Seeks and uses updated information and procedures. • Evaluates educational materials for appropriateness. • Selects appropriate educational materials. • Demonstrates knowledge of local, state, and national standards for content areas. • Participates in professional activities to access and use updated information and procedures through: <ul style="list-style-type: none"> ➤ Membership in professional organizations ➤ Reading professional journals • Attendance at professional activities (conferences, workshops, in-services, etc.)
3.H.	STRUCTURE THE CLASSROOM ENVIRONMENT TO PROMOTE POSITIVE PEER INTERACTIONS AND POSITIVE SELF-ESTEEM TO ENSURE THAT ALL STUDENTS, INCLUDING THOSE WITH DISABILITIES, ARE VALUED PARTICIPANTS IN THE LEARNING COMMUNITY.	2	2	3	<ul style="list-style-type: none"> • DEMONSTRATES SENSITIVITY TO SOCIAL FACTORS IN CREATING PEER LEARNING EXPERIENCES FOR ALL STUDENTS, INCLUDING THOSE WITH DISABILITIES.

No.	Standard and Proficiencies	TARGET Level of Proficiency at the end of			Indicators of Achievement
		1 st Year	2 nd Year	3 rd Year	
4.	The ability to manage and monitor student learning, based on best practice, including the understanding and ability to:				
4.a.	Plan and use DIFFERENT cognitive, affective, and psychomotor strategies to maximize learning and to accommodate differences in the backgrounds, learning styles, disabilities, aptitudes, interests, levels of maturity, and achievement of students;	2	2	3	<ul style="list-style-type: none"> • Uses a variety of strategies to maximize learning for each student. • RECOGNIZES THE RANGE OF STUDENT LEARNING ABILITIES AND INDIVIDUAL NEEDS. • DEVELOPS INSTRUCTIONAL PLANS THAT REFLECT THE MANY LEARNING STYLES. • IMPLEMENTS INSTRUCTIONAL PLANS THAT REFLECT COGNITIVE, AFFECTIVE, AND PSYCHOMOTOR DIFFERENCES. • ACCESSES STUDENT LEARNING WITH A VARIETY OF STRATEGIES. • USES ASSESSMENT DATA TO IMPROVE INSTRUCTION.
4.b.	Use a variety of teaching methodologies and techniques (lectures, demonstrations, group discussions, cooperative learning, small-group activities, and TECHNOLOGY-ENHANCED LESSONS), AND ASSESS THE EFFECTIVENESS OF VARIOUS APPROACHES FOR IMPACT ON STUDENT LEARNING how to assess one's effectiveness in utilizing them;	3	3	4	<ul style="list-style-type: none"> • Plans, uses, and evaluates a variety of teaching methodologies and techniques, INCLUDING TECHNOLOGY RESOURCES TO PROMOTE STUDENT LEARNING.

No.	Standard and Proficiencies	TARGET Level of Proficiency at the end of			Indicators of Achievement
		1 st Year	2 nd Year	3 rd Year	
4.c.	Involve and work effectively with all support personnel AND ACCESS AVAILABLE RESOURCES to maximize opportunities for student achievement and success;	2	3	3	<ul style="list-style-type: none"> • Uses appropriate resources and support personnel to enhance student achievement and success.
4.d.	Involve and work effectively with parents and/or guardians to maximize opportunities for student achievement and success;	2	3	3	<ul style="list-style-type: none"> • Communicates and interacts with parents and/or guardians to enhance student achievement and success.
4.e.	Differentiate between assessment and evaluation procedures and use appropriate procedures; and	2	2	3	<ul style="list-style-type: none"> • Plans evaluation and assessment activities to support instruction. • Utilizes multiple techniques appropriately for formative and summative evaluation purposes. • Selects or creates appropriate means for assessment and evaluation. • Correctly interprets results of measurements used for assessment and evaluation.
4.F.	EVALUATE LEARNING THROUGH FORMAL AND INFORMAL ASSESSMENT TO ENSURE THE INTELLECTUAL, SOCIAL AND PHYSICAL DEVELOPMENT OF ALL STUDENTS INCLUDING THOSE WITH DISABILITIES;	2	2	3	<ul style="list-style-type: none"> • CONSTRUCTS ASSESSMENTS THAT REFLECT SENSITIVITY TO RESPONSE OPTIONS OF STUDENTS WITH DISABILITIES.

No.	Standard and Proficiencies	TARGET Level of Proficiency at the end of			Indicators of Achievement
		1 st Year	2 nd Year	3 rd Year	
4.f.G.	Define and accept the legal and ethical responsibilities of teaching (student retention, corporal punishment, truancy, child abuse, managing conflict, first aid, least restrictive environment, health, and communicable diseases); AND	3	3	3	<ul style="list-style-type: none"> • Demonstrates knowledge concerning the legal and ethical responsibilities of teaching. • Seeks information concerning building policies. • Demonstrates knowledge concerning building policies. • Applies knowledge concerning building policies.
4.H.	UTILIZE APPROPRIATE LITERACY ASSESSMENT STRATEGIES IN ORDER TO DEVELOP INSTRUCTIONAL APPROACHES TO ENABLE ALL STUDENTS TO ACCESS AND UNDERSTAND CONTENT.	3	3	3	
5.	The ability to systematically organize teaching practices and learn from experiences, including the understanding and ability to:				
5.a.	Identify and use current research in both the subject field and in other areas of practice in the profession;	2	3	3	<ul style="list-style-type: none"> • Demonstrates in teaching, use of research gained from: <ul style="list-style-type: none"> ➢ attendance at conferences, seminars, workshops ➢ use of professional literature ➢ membership in professional organization(s) ➢ use of local, state, national standards
5.b.	Exercise good judgment in planning and managing time and other resources to attain goals and objectives;	2	3	3	<ul style="list-style-type: none"> • Achieves goals and objectives by: <ul style="list-style-type: none"> ➢ allocating time appropriately ➢ modifying lessons to meet student needs ➢ using resources effectively

No.	Standard and Proficiencies	TARGET Level of Proficiency at the end of			Indicators of Achievement
		1 st Year	2 nd Year	3 rd Year	
5.c.	Maximize the use of instructional time by engaging students in meaningful learning experiences;	3	3	4	<ul style="list-style-type: none"> • Manages lessons in the classroom to promote learning. • Achieves appropriate pace and direction for instruction. • Demonstrates ability to adapt lesson plans as needed. • Makes use of time on task. • Selects activities that actively involve students in the learning process.
5.D.	MODIFY AND ADAPT INSTRUCTIONAL STRATEGIES, TECHNOLOGIES AND THE GENERAL CURRICULUM TO ENHANCE THE LEARNING AND INTERACTION OF ALL STUDENTS, INCLUDING THOSE WITH DISABILITIES;	2	3	3	<ul style="list-style-type: none"> • USES RESULTS FROM ASSESSMENTS TO MODIFY LEARNING OPPORTUNITIES FOR STUDENTS WITH DISABILITIES. • DEMONSTRATES ABILITY TO MODIFY LESSON PLANS AND INSTRUCTIONAL ACTIVITIES TO ACCOMMODATE LEARNING AND RESPONSE NEEDS FOR STUDENTS WITH DISABILITIES.
5.d.E.	Demonstrate an understanding of the economic, social, political, legal, and organizational foundations and functions of schools;	1	2	2	<ul style="list-style-type: none"> • Demonstrates an awareness of the interdependence between the school and community.
5.e.F.	Accept teaching as a lifelong learning process and continue efforts to develop and improve;	3	3	4	<ul style="list-style-type: none"> • Identifies areas for growth. • Develops short and long term goals. • Develops plans for individual professional growth. • Develops plans collaboratively for professional growth in the work setting.

No.	Standard and Proficiencies	TARGET Level of Proficiency at the end of			Indicators of Achievement
		1 st Year	2 nd Year	3 rd Year	
5.f.G.	Interact successfully with other teachers, parents, students, administrators, counselors, and other support personnel to benefit students and to advance one's own professional development;	3	3	4	<ul style="list-style-type: none"> Establishes professional relationships on behalf of students. Utilizes school and community members as partners. Follows school/district protocol. Communicates effectively with parents. Identifies when assistance is needed. Seeks appropriate support and resources. Collaborates with others in the school setting.
5.g.H.	Discuss and debate the evolution of education and the teacher's role in a changing society; and	Not recommended as appropriate to the assessment of pedagogy			
5.I.	REFLECT ON THE EFFECTS OF HIS/HER DISPOSITIONS, DECISIONS AND ACTIONS UPON OTHERS (FAMILIES, ALL STUDENTS, INCLUDING THOSE WITH DISABILITIES, AND OTHER PROFESSIONALS); AND	3	4	4	<ul style="list-style-type: none"> DEMONSTRATE SENSITIVITY TO THE EFFECT OF INSTRUCTIONAL ACTIVITIES ON THE LEARNING AND SELF-ESTEEM OF STUDENTS WITH DISABILITIES. COORDINATES INSTRUCTIONAL DELIVERY WITH OTHER PROFESSIONALS WORKING WITH STUDENTS WITH DISABILITIES.
5.h.J.	Engage in meaningful self-evaluation and reflect on the professional practice of colleagues.	3	3	4	<ul style="list-style-type: none"> Identifies strengths and weaknesses of professional practice in others. Identifies strengths and weaknesses of professional practice in themselves. Makes appropriate adaptations to their own instruction, based upon reflection.

No.	Standard and Proficiencies	TARGET Level of Proficiency at the end of			Indicators of Achievement
		1 st Year	2 nd Year	3 rd Year	
6.	Commitment and willingness to participate in learning communities, including the understanding and ability to:				
6.a.	Use community and home resources to enhance school programs;	2	3	3	<ul style="list-style-type: none"> Identifies community resources. Identifies skills and resources that families bring to the learning environment. Uses resources to enhance learning.
6.b.	Design learning activities that involve representatives of volunteer groups, civic and social organizations, and public service agencies;	2	3	3	<ul style="list-style-type: none"> Identifies community organizations as resources. Plans instructional activities, which involve a representation of a community organization. Uses community service/organization activities as a component of instruction.
6.c.	Demonstrate knowledge of the various communities in which the teacher is a member, including the professional community, and local, state, national, and international GLOBAL communities;	2	2	3	<ul style="list-style-type: none"> Describes the role of teacher as a member of the following communities: <ul style="list-style-type: none"> ➤ professional ➤ local ➤ state ➤ national ➤ international GLOBAL
6.d.	Involve professional educators, support personnel, and other stakeholders in collaborative and cooperative planning, decision-making, and implementation to improve educational systems at all levels; and	3	3	4	<ul style="list-style-type: none"> Actively pursues collegial communication at all levels. Participates in discussions of educational/school/community groups. Participates in activities of educational/school/community groups. Participates in planning of school activities. Initiates involvement with faculty, department, school team or grade level groups, and other stakeholders.

No.	Standard and Proficiencies	TARGET Level of Proficiency at the end of			Indicators of Achievement
		1 st Year	2 nd Year	3 rd Year	
6.E.	PARTICIPATE IN THE DEVELOPMENT OF INDIVIDUALIZED PLANS FOR STUDENTS WITH DISABILITIES (INDIVIDUAL EDUCATION PLAN); AND	3	3	4	<ul style="list-style-type: none"> CONTRIBUTES TO DATA-BASED OBSERVATIONS REGARDING STUDENTS WITH DISABILITIES TO GROUP DISCUSSIONS OF STUDENTS' INSTRUCTIONAL PERFORMANCE AND NEEDS.
6.e.F.	Interact with parents USING PERSONAL AND TECHNOLOGY-BASED COMMUNICATION to maximize the learning of students at school, home, and in the local community.	3	4	4	<ul style="list-style-type: none"> Facilitates communication with families, which augments student learning. Provides opportunities for families to assist with learning in the home, school, and community.
7.	An ability to use information age learning and technology operations and concepts to enhance personal/professional productivity, including the understanding and ability to:				
7.a.	Demonstrate an understanding of, and continued growth in information-age learning and technology operations and concepts;	3	3	3	<ul style="list-style-type: none"> Demonstrates knowledge, skills, and understanding of concepts and learning related to information age learning processes and techniques, including individualizing instruction, student-centered learning, interdisciplinary instruction, grouping by mastery and maturity, engaging and authentic learning, use of rich multi-media and interactive content, virtual and long distance learning, and instructional practices enhanced by evidence of learning from student work. Demonstrates continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

No.	Standard and Proficiencies	TARGET Level of Proficiency at the end of			Indicators of Achievement
		1 st Year	2 nd Year	3 rd Year	
7.b.	Plan and design effective technology-enhanced learning environments and experiences aligned with MICHIGAN'S CONTENT STANDARDS AND GRADE LEVEL EXPECTATIONS the State Board's policy on learning expectations for Michigan students and the Michigan Curriculum Framework for all students INCLUDING THOSE WITH DISABILITIES;	3	3	3	<ul style="list-style-type: none"> • Designs developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies and provide access to curriculum to support the diverse needs of learners. • Applies current research on teaching and learning with technology. • Applies Michigan technology standards and benchmarks when planning learning environments and experiences. • Identifies and locates technology resources and evaluates them for accuracy, effectiveness, and appropriateness. • Plans for the management of technology resources within the context of learning activities. • Plans strategies to manage student learning in a technology-enhanced environment, including strategies designed to determine, assess, and meet the needs of each student.

No.	Standard and Proficiencies	TARGET Level of Proficiency at the end of			Indicators of Achievement
		1 st Year	2 nd Year	3 rd Year	
7.c.	Implement curriculum plans that include technology-enhanced methods and strategies to maximize student learning;	2	3	3	<ul style="list-style-type: none"> Facilitates technology-enhanced experiences that improve educational outcomes and are aligned to the State Board's policy on learning expectations for Michigan students and to the Michigan Curriculum Framework. Uses technology to support learner-centered strategies that address the diverse and individual needs of all students. Applies technology to develop students' higher order skills (learning, critical thinking, problem-solving, self-directed and collaborative learning, creation of knowledge, inquiry, authentic based learning, data collection, information analysis and management, communications) and creativity. Manages student learning in a technology-enhanced environment.
7.d.	Apply technology to facilitate a variety of effective assessment and evaluation strategies;	2	3	3	<ul style="list-style-type: none"> Applies technology in assessing and evaluating student achievement as it relates to the State Board's policy on learning expectations for Michigan students and student learning of subject matter as aligned with the Michigan Curriculum Framework, using a variety of assessment techniques. Uses technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning. Understands the uses of technology to assess the proficiencies, strengths, and challenges of each student, recognizing individual and diverse needs. Applies multiple methods of assessment and evaluation to determine students' appropriate uses of technology resources for learning, communication, and productivity.

No.	Standard and Proficiencies	TARGET Level of Proficiency at the end of			Indicators of Achievement
		1 st Year	2 nd Year	3 rd Year	
7.e.	Use technology to enhance professional development, practice, productivity; and	3	3	4	<ul style="list-style-type: none"> • Uses technology resources to engage in ongoing professional development and lifelong learning. • Continually evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning. • Applies technology to increase productivity in planning, teaching, and management. • Uses technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.
7.f.	Understand the equity, ethical, legal, social, physical, and psychological issues surrounding the use of technology in P-12 schools and apply that understanding THOSE PRINCIPLES in practice.	3	3	4	<ul style="list-style-type: none"> • Models and teaches legal and ethical practice related to technology use. • Applies technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities. • Identifies and uses technology resources that affirm diversity. • Promotes safe and healthy use of technology resources. • Facilitates equitable access to technology resources for all students.

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Entry Level Standards for Michigan Teachers
Mailing list for Field Review
Dec – Jan, 2005

Schools

Academic Transitional Academy
Academy of Sacred Heart
Advanced Technology Academy
Albion Public Schools
Allen Park Public Schools
Amish Private #2 Camden School
Apostolic Christian Academy
Athens Area Schools
Baldwin Road Church Academy
Battle Creek Area Learning Center
Beaverton Rural Schools
Benedictine High School
Berrien Springs Public Schools
Bethel Lutheran School
Bingham Academy
Blessed Sacrament School
Bois Blanc Pines School District
Breitung Township Schools
Bronson Community School District
Buena Vista School District
*Cadillac Area Public Schools
Calvary Christian Academy
Capital Area Academy
Casa Richard Academy
Center Academy
Chapman Academy
Chelsea School District
Christ the Good Shepherd School
Clare Public Schools
Clonlara School
Community Baptist Christian
*Conner Creek Academy East
Cornerstone Christian Academy
Country Meadows Montessori
Creative Montessori Academy
Crossroads Charter Academy
De Ror Montessori Center
DeLaSalle Collegiate High School
Detroit Country Day Middle School
Discovery Montessori
Dundee Community Schools
East Grand Rapids Public Schools
Eaton Rapids Public Schools
Elk Rapids Schools
Endeavor Charter Academy
Evergreen Lutheran School
Faith Christian School

City

Port Huron
Bloomfield Hills
Dearborn
Albion
Allen Park
Camden
Ypsilanti
Athens
Auburn Hills
Battle Creek
Beaverton
Detroit
Berrien Springs
Bay City
Alpena
Midland
Pointe Aux Pins
Kingsford
Bronson
Saginaw
Cadillac
Ypsilanti
Lansing
Detroit
Flint
South Lyon
Chelsea
Lincoln Park
Clare
Ann Arbor
Saginaw
Roseville
Marshall
Fair Haven
Southgate
Big Rapids
Oak Park
Warren
Beverly Hills
Grand Blanc
Dundee
Grand Rapids
Eaton Rapids
Elk Rapids
Springfield
Detroit
Lake Odessa

Schools

Farwell Area Schools
Fiske International School
Fowler Public Schools
Fraser Public Schools
Gabriel Richard Catholic High School
Genesee Christian School
Giving Tree Montessori School
Godfrey-Lee Public Schools
Grace Christian Academy
Grand Ledge Public Schools
Grant Christian School
Greater Lansing Islamic School
Guardian Angels Catholic School
*Halecreek Elementary School
Hancock Public Schools
Hartland Consolidated Schools
Hebrew Day School of Ann Arbor
Hidden Springs Christian School
Holland City School District
Holy Cross Elementary School
Holy Redeemer Catholic School
Homer Community Schools
Houghton-Portage Township Schools
Huron Valley Lutheran High School
Immaculate Conception Ukrainian School
Immanuel Lutheran School
Ionia Public Schools
Ithaca SDA School
Jesus Christ Academy
Kalamazoo Christian E. Elem. School
Kelloggsville Christian School
Kingsley Area Schools
Lake Area Christian School
Lakes Area Montessori School
Lakewood Public Schools
Lawrence Public School District
Life Skills Center of Pontiac
Living God Christian School
Ludington Area School District
Macomb Christian Schools
Maple Country School
Marion Public Schools
Marysville Public Schools
Meadow View Amish Parochial Sch.
Meridian Public Schools
Michigan Dunes Montessori
Milan Area Schools
Montessori Center of East Lansing
Montrose Community Schools
Most Holy Trinity School
Mt. Zion Christian School
Muskegon Heights School District

City

Farwell
Coldwater
Fowler
Fraser
Riverview
Burton
Detroit
Wyoming
Muskegon
Grand Ledge
Grant
East Lansing
Clawson
Romulus
Hancock
Howell
Ann Arbor
Howell
Holland
Lansing
Burton
Homer
Houghton
Westland
Warren
Macomb
Ionia
Ithaca
Buchanan
Kalamazoo
Kentwood
Kingsley
Sturgis
Walled Lake
Lake Odessa
Lawrence
Pontiac
Traverse City
Ludington
Warren
Charlotte
Marion
Marysville
Rosebush
Sanford
Muskegon
Milan
East Lansing
Montrose
Fowler
Waterford
Muskegon Heights

Schools

New Bedford Academy
New Life Christian Academy
North Central Area Schools
Northern Michigan Christian School
Northwest Community Schools
Oak Arbor New Church School
Oakland International Academy
Olivet Community Schools
Otsego Baptist Academy
Our Lady of Mt. Carmel Elementary
Our Lady Queen of Peace School
Owosso Public Schools
Paw Paw Public School District
Pennfield School District
*Pinckney Community Schools
Pleasant Hill Amish Parochial School
Port Hope Community Schools
Prairie Baptist School
Public Schools of Petoskey
Reeths-Puffer Schools
River Rouge School District
Rogers City Area Schools
*Rudyard Area Schools
Sacred Heart School
Sandusky Christian School
Shady Lawn Amish Parochial School
Sigel Township S/D #3F
South Olive Christian School
Spring Lake Public Schools
St. Albert the Great School
St. Anthony Catholic Academy
St. Brigid Catholic School
*St. Clair County Learning Academy
St. Edward on the Lake School
St. Francis Xavier Catholic School
St. Isidore Catholic School
St. John Lutheran School
St. John's Lutheran School
St. Joseph Catholic School
St. Joseph School
St. Katharine Drexel
St. Mark Lutheran School
St. Mary Catholic School
St. Mary Parish School
St. Mary School
St. Mel Catholic School
St. Michael School
St. Paul Ev. Lutheran School
St. Paul Lutheran School
St. Peter Lutheran School
St. Regis Catholic School
St. Stephen Catholic School

City

Lambertville
Kimball
Powers
McBain
Jackson
Rochester
Farmington Hills
Olivet
Otsego
Wyandotte
Harper Woods
Owosso
Paw Paw
Battle Creek
Pinckney
Lakeview
Port Hope
Scotts
Petoskey
Muskegon
River Rouge
Rogers City
Rudyard
Dearborn
Sandusky
Clare
Bad Axe
Holland
Spring Lake
Dearborn Heights
Belleville
Midland
Port Huron
Lakeport
Petoskey
Grand Rapids
Bay City
Hemlock
Erie
Kalamazoo
Redford
Kentwood
Sault Ste. Marie
Monroe
St. Clair
Dearborn Heights
Pinconning
South Haven
Lapeer
Macomb
Bloomfield
New Boston

Schools

St. Thomas Lutheran School
 Star International Academy
 Summers-Knoll School
 Tawas Area Schools
 The International School
 Timbuktu Academy of Science & Technology
 *Trenton Public Schools
 Trinity Ev Lutheran School
 Trinity Lutheran School
 Troy School District
 University School-Andrews Academy
 Vanderbilt Area Schools
 Village SDA Elementary School
 Walkerville Public Schools
 Washtenaw Technical Middle College
 Webberville Community Schools
 West MI Academy of Environmental Science
 Westwood Community Schools
 Whittemore-Prescott Area Schools
 Wolverine Center
 Wyoming Public Schools
 Zion Evangelical Lutheran School

City

Eastpointe
 Dearborn Heights
 Ann Arbor
 Tawas City
 Farmington Hills
 Detroit
 Trenton
 Bay City
 Manistee
 Troy
 Berrien Springs
 Vanderbilt
 Berrien Springs
 Walkerville
 Ann Arbor
 Webberville
 Walker
 Dearborn Heights
 Whittemore
 Detroit
 Wyoming
 Chesaning

Associations

Michigan Education Association
 Coalition of Michigan Subject Matter Education Organizations
 *Michigan Association for Computer Users in Learning
 Michigan Association of School Administrators
 Michigan Association of School Boards
 Michigan Association of Secondary School Principals
 Michigan Coalition of Essential Schools
 Middle Cities Education Association
 Michigan Community College Association
 Michigan Elementary and Middle School Principals Association
 Michigan Association for Supervision and Curriculum Development
 Michigan Association of Administrators of Special Education
 Michigan Association of Colleges of Teacher Education
 Michigan Association of Teacher Educators
 Association of Independent Michigan Schools
 Presidents Council, State Universities of Michigan
 Michigan Staff Development Council
 Association of Independent Colleges and Universities of Michigan
 Michigan Federation of Teachers & School Related Personnel
 Consortium for Outstanding Achievement in Teaching with Technology

Intermediate School Districts

*Branch ISD
 *Cheb-Otsego-Presque Isle ESD
 *Genesee ISD
 *Jackson ISD
 *Muskegon Area ISD
 *Saginaw ISD

City

Coldwater
 Indian River
 Flint
 Jackson
 Muskegon
 Saginaw

Intermediate School Districts

*Wayne RESA
Allegan ISD
Alpena-Montmorency-Alcona ESD
Barry ISD
Bay-Arenac ISD
*Berrien ISD
C.O.O.R. ISD
Calhoun ISD
Charlevoix-Emmet ISD
Clare-Gladwin RESD
Clinton County RESA
Copper Country ISD
Delta-Schoolcraft ISD
Dickinson-Iron ISD
Eastern Upper Peninsula ISD
*Eaton ISD
Gogebic-Ontonagon ISD
Gratiot-Isabella RESD
Hillsdale ISD
Huron ISD
Ingham ISD
Ionia ISD
Iosco RESA
Kalamazoo R.E.S.A.
Kent ISD
Lapeer ISD
Lenawee ISD
Lewis Cass ISD
Livingston ESA
Macomb ISD
Manistee ISD
Marquette-Alger RESA
Mason-Lake ISD
Mecosta-Osceola ISD
Menominee ISD
Midland County ESA
*Monroe ISD
Montcalm Area ISD
Newaygo County RESA
Oakland Schools
Oceana Intermediate School District
Ottawa Area ISD
Sanilac ISD
Shiawassee Regional ESD
St. Clair County RESA
St. Joseph County ISD
Traverse Bay Area ISD
Tuscola ISD
Van Buren ISD
Washtenaw ISD
*Wexford-Missaukee ISD

City

Wayne
Allegan
Alpena
Hastings
Bay City
Berrien Springs
Roscommon
Marshall
Charlevoix
Clare
St. Johns
Hancock
Escanaba
Kingsford
Sault Ste. Marie
Charlotte
Bergland
Ithaca
Hillsdale
Bad Axe
Mason
Ionia
Tawas City
Kalamazoo
Grand Rapids
Lapeer
Adrian
Cassopolis
Howell
Clinton Township
Manistee
Marquette
Ludington
Big Rapids
Menominee
Midland
Monroe
Stanton
Fremont
Waterford
Hart
Holland
Peck
Corunna
Marysville
Centreville
Traverse City
Caro
Lawrence
Ann Arbor
Cadillac

Institution	Position
Adrian College	Chairperson
Albion College	Chair
Alma College	Chair
Andrews University	Dean
Aquinas College	Dean
Baker College	Director
Baker College of Auburn Hills	Director
Baker College of Cadillac	Director
Baker College of Clinton Township	Dean of Education & Human Serv.
Baker College of Flint	Dean
Baker College of Jackson	Dean
Baker College of Muskegon	Dean
Baker College of Owosso	Dean
Calvin College	Director
Central Michigan University	Dean
College for Creative Studies	Associate Dean
Concordia University	Dean
Cornerstone University	Director
*Eastern Michigan University	*Interim Dean
Ferris State University	Dean
Finlandia University	Department Chair
Grand Valley State University	Dean
Hillsdale College	Director
Hope College	Chairperson
Kalamazoo College	Chair
Lake Superior State University	Chair
Madonna University	Dean
Marygrove College	Dean
Michigan Federation for Teachers & School Related Personnel	President
Michigan State University	Dean
Michigan Technological University	Chair
Miller College	Academic Dean
Northern Michigan University	Associate Dean
Oakland University	Dean
Olivet College	Chairperson
Rochester College	Chair
Saginaw Valley State University	Dean
Siena Heights University	Director
Spring Arbor University	Dean
University of Detroit Mercy	Dean
*University of Michigan	Dean

Institution	Position
*University of Michigan - Dearborn	Dean
University of Michigan - Flint	Dean
University of Phoenix	Dean
University of Phoenix-Michigan Campuses	Vice President-Director
Wayne State University	Dean
Western Michigan University	Dean

Unknown source

- *Superintendent
- *Unknown (2)
- *Dean of Education
- *Principal, small Catholic school
- *Assistant Dean
- *Principal
- *Director of Personnel and Student Services
- *Teacher Education Administrator at University Level

* These are the individuals and organizations that responded to this field review.